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STATE BOARD OF
EDUCATION OF OHIO

ANNUAL REPORT



1985

mid-decade

PROGRESS REPORT

STATE BOARD OF EDUCATION

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LETTER OF TRANSMITTAL

Since its first meeting in January 1956, the State Board of Education has been the focal point for educational leadership in Ohio. In accordance with Ohio statutes, your elected State Board members have major responsibilities for ensuring a sound and appropriate educational program for all of Ohio's 2.0 million youth.

As a policy-making body, the State Board prepares its biennial budget request and legislative recommendations for submission to the Governor and General Assembly; prescribes minimum standards for elementary and secondary education and for special and vocational education programs; establishes standards for the preparation and certification of teachers and administrators; approves charters for school buildings; oversees school district organization; and supervises the allocation and distribution of all state and federal funds for public education in Ohio, including the school foundation formula.

In its leadership role, the State Board of Education periodically reviews its statement of philosophy and establishes goals for the schools and students of Ohio. At the direction of the State Board, its appointee, the state superintendent of public instruction, and the staff of the State Department of Education, translate the philosophy and goals into

educational programs for consideration and implementation by the local school boards in our state.

Near the end of the 1970's, the State Board conducted a thorough review of societal and educational issues likely to impact on education in the coming decade. In making its assessment, the board took note of technological advances, changes in the family structure, demands in the job market, and other cultural, political, social, and economic issues.

The findings that resulted from the State Board's analysis became the foundation of its *Philosophy and Goals for the 80's*.

With the decade only slightly past the halfway point, impressive progress already has been made toward accomplishing the State Board's goals for the 80's. In the pages that follow, specific achievements are highlighted for a mid-decade progress report. Both the State Board and the Department of Education believe these achievements, and those to come, will ensure attainment of the established goals by the end of the decade.

Wayne E. Shaffer

Wayne E. Shaffer
President
State Board of Education

Franklin B. Walter

Franklin B. Walter
Superintendent of
Public Instruction

A MID-DECADE PROGRESS REPORT GOALS FOR THE 80'S

The following goals were adopted by the State Board of Education on December 10, 1979. Highlighted on the following pages of this mid-decade progress report are the major programs and activities directed toward attainment of these student-oriented goals by the State Board and State Department of Education.

Basic Learning

Students, to the extent of their individual abilities, shall acquire the knowledge, skills and attitudes necessary for:

- reading, writing, listening and speaking effectively
- performing mathematical operations accurately
- respecting the rights and responsibilities associated with appropriate school behavior

Careers, Vocations, and Personal Finance

Students, to the extent of their individual abilities, shall acquire the knowledge, skills and attitudes necessary for:

- making career decisions and being qualified for a career choice
- managing personal finances wisely
- dealing with day to day personal and family living experiences

Citizenship

Students, to the extent of their individual abilities, shall acquire the knowledge, skills and attitudes necessary for:

- understanding the economic, political and historical aspects of our government
- functioning as a responsible citizen
- living and working in an integrated and multi-cultural society and an international world
- understanding and protecting the physical environment

Culture and Aesthetics

Students, to the extent of their individual abilities, should be provided the opportunity to acquire the knowledge, skills and attitudes necessary for:

- enjoying or participating in the fine and performing arts
- enhancing aesthetic appreciation
- becoming proficient in a foreign language



Personal Development

Students, to the extent of their individual abilities, shall acquire the knowledge, skills and attitudes necessary for:

- fostering critical thinking, problem solving and decision making
- learning to respect and get along with people
- developing good character, self-understanding and feelings of self-esteem
- developing a desire for learning now and in the future

Physical Health, Recreation, and Leisure

Students, to the extent of their individual abilities, shall acquire the knowledge, skills and attitudes necessary for:

- developing and maintaining principles of physical health and safety
- engaging in worthwhile recreation and leisure time activities

YEAR OF EXCELLENCE THEMES—1980-85

Each year since 1980, the State Board of Education has designated a statewide theme to encourage educational excellence in Ohio schools. In order, the themes were:

Year of the Schools in Ohio

Year of the Students and Teachers in Ohio

Year of Educational Excellence for All

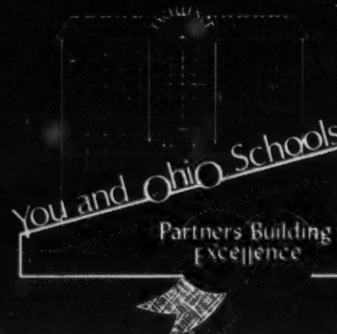
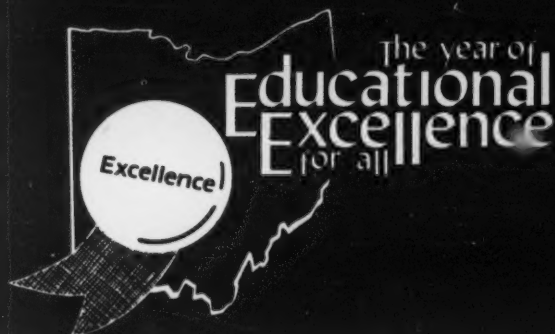
Year of You and Ohio Schools...

Partners Building Excellence

Year of Family Involvement in Education

Response by local school districts has been overwhelming, and participation has increased every

year. Coordinated by a Department of Education Task Force, statewide and local activities focus attention on the importance of education and the achievements of our schools. Culminating the year-long observances in 1984 and 1985 was the statewide Jennings Conference on Educational Excellence supported by the Martha Holden Jennings Foundation. In addition to sharing their theme-related activities at the conferences, school district representatives received Certificates of Educational Excellence honoring their participation and involvement in the annual effort.



ACCOMPLISHMENTS—1980-85

Highlights of 1980

Public Opinion Research Project

In an effort to determine what the public defined as an education of high quality and what the priorities of the future should be, the State Board of Education authorized a massive Opinion Research Project. Conducted by Ned S. Hubbell and Associates, the project included a survey of over 3,000 randomly selected citizens, educators, and high school students from all parts of Ohio. The information provided by the survey became an important part of the State Board's deliberations in the ensuing years for revising the Minimum Standards for Ohio Schools.

Equal Educational Opportunities in Ohio Schools

A guide to make school districts aware of Constitutional provisions, assessment procedures and monitoring activities pertaining to racial isolation was developed by a State Board-appointed Desegregation Leadership Committee. The document served two basic purposes: (1) to acquaint school districts with the requirements of the law regarding desegregation; and (2) to outline procedures that schools must follow to be in compliance with the Ohio and U.S. Constitutions. Ohio can be proud of its record in achieving racial integration in all of its school districts.

Governor's Task Force on School Discipline

The Governor's Task Force on School Discipline made 45 recommendations on improving discipline in the schools, most of which were preventive in nature. The task force report emphasized that school disruptions could be minimized through teacher training and inservice programs, the involvement of parents and citizens in school district advisory committees, clearly-stated discipline policies, and alternative programs for potentially disruptive students.

Governor's Task Force on Community Uses for School Buildings

The Governor's Task Force on Community Uses for School Buildings examined school district policies on using schools for outside activities and searched for ways to expand community access to school facilities. In its final report, the task force recommended that the Ohio Department of Education establish guidelines on building usage, and that the legislature establish financial grants for district planning.



Highlights of 1981

Mission for the 80's: A Blueprint for Excellence

The philosophy and goals of the State Board of Education were translated for state and local action as the *Mission for the 80's: A Blueprint for Excellence*. Guided by the State Board's goals, the Department of Education, in close cooperation with the entire education community, identified the following thirteen priorities for improving the quality of education and nurturing student development:

- Improving Pupil Achievement
- Improving Pupil Attendance/Reducing Dropouts
- Reducing Discipline and Vandalism Problems
- Providing Adequate Funding for Schools
- Adjusting to Declining Enrollment
- Implementing Desegregation/Reducing Racial Isolation
- Improving Curriculum
- Strengthening Teacher Education and Staff Development
- Providing for Disadvantaged Youth
- Providing Meaningful Vocational Education
- Providing Appropriate Education for Handicapped and Gifted Children
- Enhancing School/Community Relations
- Implementing Effective Human Relations Efforts

The document, distributed to all school buildings in the state, identified specific activities for state and local action and specific pupil behavior/learning outcomes. In response to the designated activities, numerous publications, brochures, and guidelines were developed, and hundreds of workshops were conducted by State Department of Education staff members to assist local school district teachers, administrators, and parents focus on the mission statements.

Sex Equity

The Office of Sex Equity was established to promote sex fair and affirmative activities in schools for boys and girls and to provide school districts with resources and technical assistance related to sex equity issues. In addition to assisting districts comply with Title IX of the 1972 Federal Education Amendments, the office staff publishes newsletters and conducts inservice workshops.

Advisory Commission on Articulation Between Secondary Education and Ohio Colleges

In April 1981, the State Board of Education and the Ohio Board of Regents issued a joint report of the 15-member Advisory Commission on Articulation Between Secondary Education and Ohio Colleges. The purpose of the commission was to improve articulation between high school and college educators and to develop a college preparatory curriculum that would clearly reflect collegiate expectations for entering students. The final report contained nine recommendations which stipulated the courses necessary for a college preparatory program, strengthened the statement of expectations for college entrance, and called for wider communication of high school course options to students and parents.

Governor's Study Committee on High School Dropouts and Unskilled Graduates

The Governor's Study Committee on High School Dropouts and Unskilled Graduates was directed to make recommendations to reduce the frequency of dropouts and to modify the curriculum so that more students would have access to job training. The committee offered specific proposals addressing the areas of adult education, basic skills, pregnancy, unskilled graduates, human relations, attendance, discipline, drug abuse, and alternative school programs.

New Special Education Rules

Culminating a three and one-half year revision process, the State Board adopted new rules for the education of Ohio's handicapped students. The new rules established guidelines guaranteeing due process rights and confidentiality of student records. In addition, the rules outlined related services which would enhance the benefits that handicapped children receive from special education.

First Annual Computer Fair

The first annual Computer Fair brought over 500 Ohio educators together in Columbus to learn about instructional uses of computers. Basic skills, career information, programs for the gifted, and computer literacy were the major areas discussed.

Highlights of 1982

Minimum Standards for Elementary and Secondary Schools

After a revision process that took three years of conducting hearings of public opinion and studying research findings, the State Board adopted new minimum standards for Ohio's elementary and secondary schools. The new standards focused on the outcomes of the learning process; strengthened high school graduation requirements; and required competency based education and testing. Graduation requirements were increased from 17 to 18 units of credit, with the additional unit to be earned in mathematics.

Essential to the effectiveness of competency based education is regular assessment of student learning and the appropriate use of assessment results to make decisions regarding instruction, intervention, guidance, promotion, and evaluation. Districtwide testing is required at least once in grades 1-4, 5-8, and 9-11.

Five-Year Plan for Vocational Education

In May of 1982 the State Board of Education adopted a Five-Year Plan for Vocational Education in Ohio. The plan outlined objectives, school-based activities, and projected enrollments for all vocational education programs in the state's 102 voca-

tional education planning districts for fiscal years 1983 to 1987.

Transition to Block Grant

The Education Consolidation and Improvement Act of 1981 was developed by the federal government to bring 28 programs under one block grant administrative rule. A committee was appointed by the Governor to advise the State Board of Education and State Department of Education in the development of a formula for distributing program funds to Ohio's local education agencies, including nonpublic schools. A state-level plan was written for administration of the program and for state leadership activities.

Effective Schools Program

The annual *Ohio Academy for School Improvement Strategies* (OASIS) was initiated in 1982 to assist building principals design and implement effective school practices. The summer academy's focus was in keeping with the State Board's endorsement of the seven basic factors which identify an effective school: 1) a sense of mission; 2) strong building leadership; 3) high expectations for all students and staff; 4) frequent monitoring of student progress; 5) a positive learning climate; 6) sufficient opportunity for learning; and 7) parent/community involvement.

Instructional Uses of Computers

In the summer of 1982 the United States Secretary of Education determined that half of the federal discretionary block grant funds would be used to develop a national network on instruction and technology. Ohio submitted a state plan and was selected to become a part of Project BEST (Basic Education Skills through Technology). Ohio's plan specified several activities to be undertaken to expand the use of computer assisted instruction, including the development of a guidebook for planning local computer education programs; continuation of the annual computer fair; and development of a department technology demonstration center.

Highlights of 1983

Commission on Educational Excellence

Composed of educators and representatives of business, labor, agriculture, and civic organizations from across the state, a State Board-appointed Commission on Educational Excellence examined the current status of education in Ohio and its prospects for the future. Within the 49 recommendations issued in its report, the commission gave in-depth attention to educational technology, delivery systems, preparation of educators, learning outcomes, educational equality, accountability, and adaptation to change.

Minimum Standards Implementation Series

To assist school districts with the task of implementing the new minimum standards, the Ohio Department of Education composed a series of 14 documents focusing on issues and problems related to the implementation process and conducted local inservice meetings. Numerous school-based staff persons served with department personnel as committee members in developing the following publications in the implementation series:

- A K-12 Written Guidance Plan
- Code of Conduct
- Competency Assessment and Testing
- Economics Course of Study
- Educational Options
- Fine Arts and Physical Education K-12
- High School Mathematics
- Improving Attendance
- Intervention
- Materials Selection Guidelines
- Procedures for School Evaluation
- Process Model for Course of Study
- School Health Services
- Secondary Reading

Education for Ohioans: Moving Toward Excellence

In the wake of national reports which recommended reforms in American education, Ohio published *Education for Ohioans: Moving Toward Excellence*. The document discussed Ohio's education

initiatives which were in place before national attention was directed toward reform efforts and outlined the State Board's plans for the future.

New Administrator Certification Standards

The State Board of Education adopted new administrator certification standards in December 1983 which assure effective leadership for Ohio schools and which enable colleges and universities to provide new patterns of preparation.

Highlights of 1984

Indicators of Progress

The State Board of Education, in cooperation with the Coalition of Educational Organizations, developed accountability statements as "indicators of progress." Each school district was asked to report local data on the indicators to the department during 1985. Using these data, the department was directed to issue a public report on the progress of Ohio schools. The indicators include such items as college entrance examination scores, employee and student attendance, job placement of vocational education students, and parental involvement.

Joint Commission on Vocational and Technical Education

Appointed by the State Board of Education and the Board of Regents, the Joint Commission on Vocational and Technical Education examined the relationship between vocational education and technical education in Ohio and recommended steps to enhance cooperation between the two systems. Topics addressed by the joint commission included clarification of responsibilities, efficient delivery systems, program effectiveness, duplication of services, mechanisms for coordinating services and sharing facilities, and distribution of funding.

For Parents Only Meetings

During October and November of 1984 more than 9000 Ohio parents and educators met in county and city-wide meetings to discuss ways of better preparing today's college-bound students for entry into college.

Sponsored by a grant from the Mellon Foundation, the meetings fostered communication between the home and school and provided techniques for parents to use in assisting their children to do well in secondary school in preparation for higher education.

Early Childhood Education Commission

The Ohio Early Childhood Education Commission presented recommendations in four areas: preschool, early identification, early screening, and latchkey programs. The commission also proposed implementation strategies for consideration by the Ohio General Assembly, the State Board of Education, the Ohio Department of Education, local school districts, and parents.

School Treasurer and School Business Manager Licensing Standards

New standards for licensing school treasurers and school business managers also were adopted by the State Board of Education. The standards increased the amount of education needed and required continuing education units during each four-year period.



Highlights of 1985

Master Plan for Excellence

The State Board of Education submitted *A Master Plan for Excellence* along with its legislative recommendations to the Governor and members of the 116th General Assembly. The master plan is a long-range blueprint for public discussion and legislative consideration. Included in the plan's recommendations are proposals for increasing beginning teacher salaries, extending the school year and/or school day, revising the tenure law, expanding opportunities for gifted and talented youth, and providing opportunities to high school students for performing community service.

School Funding

The State Board of Education continuously engages in the ongoing process of providing adequate funding for public education.

From January until June 1985 state legislators considered the proposals of the State Board of Education's *Legislative Recommendations to the Governor and Members of the 116th General Assembly*. As a result, Ohio elementary and secondary schools received a net increase of just over \$837 million in the new two-year budget, and several new educational programs were funded. The new programs include:

- A teacher education loan program for college students who plan to teach in Ohio, \$1.5 million.
- Pilot early childhood education programs in urban, rural, and suburban locations to provide models of preschool, latchkey, and early identification programs, \$560,000.
- Summer institutes for gifted and talented students at 12 state universities in the summer of 1986, \$500,000.
- A Reading Recovery Program to provide assistance to first graders who experience difficulties in reading, \$1.4 million.

The budget funded minimum beginning teacher salaries at \$13,700 in Fiscal Year (FY) 1986, increasing to \$14,800 in FY 1987. The State School Foundation fund level was set at \$2,080 per pupil in

FY 1986, increasing to \$2,235 in FY 1987. The budget continued to fund most programs at much the same level as in the past, while increasing funds for the gifted more than in the past.

External Task Force on Extracurricular Activities

The External Task Force on Extracurricular Activities, appointed by the state superintendent at the request of the State Board of Education, recommended a plan of action for maintaining a sound student activity program while upholding the integrity of time on task in the classroom. The task force specifically urged local school boards to adopt policy statements regarding student participation in approved activities that require loss of instructional time.

Teacher Education and Certification Standards

In response to its mission statement priority "strengthening teacher education and staff development," the State Board of Education began the process of revising teacher education and certification standards. The revision process involved two separate thrusts: revision of the standards through which teachers obtain certification to teach in Ohio classrooms and revision of standards for colleges and universities involved in teacher preparation. Input into the revision process was sought from educators serving in different positions and at different levels. Lay citizens representing family, government, health, knowledge, religion, respect, and work have also participated in the revision process. Following a final public hearing, the State Board is expected to take action on adoption in December of 1985.

Blue Ribbon Committee on Secondary Vocational Education

After almost two years of intensive study, the Blue Ribbon Committee on Secondary Vocational Education released its final report, *Keeping Vocational Education at Work*. The report includes a redefinition of secondary vocational education and offers recommendations in the broad categories of

curriculum and instruction, delivery, staffing, funding, accountability, and support services.

Awards of Distinction

Over 27,000 Awards of Distinction were presented to high school graduates for completing the State Board of Education's approved courses of Basic Studies or Vocational Education. This is the highest figure ever and represents more than 27 times the number issued when the award was established in 1959.

Ohio Teacher Advisory Committee

Eighteen Ohio classroom teachers have been named to the Teacher Advisory Committee to the Superintendent of Public Instruction, the first committee of its kind in the nation. Committee members have been asked to offer their personal viewpoints on such topics as homework, time on task, inservice education, and staff involvement in curriculum development.

Missing Children's Hotline

A toll-free number, 1-800-325-5604, was established at the State Department of Education for anyone who wishes to request missing children program information. The office also provides information on procedures for reducing the number of missing children. The service is part of the department's implementation of Senate Bill 321 which established statewide policies for schools and law enforcement agencies in handling missing children reports.

Teacher In Space

Nearly 3,000 Ohio teachers requested applications for the honor of becoming the first private citizen in space. Two of the more than 600 Ohio teachers who applied for the Teacher In Space Project, sponsored by the National Aeronautics and Space Administration (NASA) and the Council of Chief State School Officers (CCSSO), were selected as finalists in the national competition. The two Ohio nominees, Gail Klink of Centerville and James Rowley of Wilmington, were honored in April at the NASA Lewis Research Center in Cleveland.

EDUCATIONAL EXPENDITURES AND APPROPRIATIONS

Subsidy	Description	Expenditures		Appropriations
		1984	1985	1986
501	Foundation Program	\$1,343,427,510	\$1,448,508,806	\$1,590,540,000
502	Pupil Transportation	119,728,000	129,186,601	130,528,048
503	Bus Purchase	20,500,000	21,500,000	24,000,000
504	Special Education	287,444,692	309,851,693	337,530,000
505	School Lunch	11,000,000	11,000,000	9,475,100
507	Vocational Education	198,439,043	204,902,705	223,840,000
508	DPPF	39,000,000	40,000,000	39,425,000
509	Adult Literacy	1,376,937	1,384,968	3,000,000
510	Instructional Television	3,904,955	4,018,199	4,138,744
511	Auxiliary Services	46,930,848	49,805,517	55,593,581
512	Driver Education	7,500,000	7,498,350	6,300,000
514	Post Secondary Vocational Education	14,000,000	18,000,000	9,968,666
515	Adult High School	394,369	426,565	469,222
516	Urban Demonstration Projects	2,600,000	2,600,000	3,178,000
518	Summer Honor Student Institutes	-	-	-
519	Educational Media Centers	497,494	511,921	527,278
520	DPIA	139,395,072	164,233,502	183,280,000
521	Gifted Pupil Program	5,354,108	5,919,267	9,994,398
522	Career Development	5,500,000	5,700,000	5,871,000
523	Adult Vocational Education	4,732,310	5,163,571	5,318,478
524	Educational Excellence/Competency	3,990,000	4,790,000	3,433,700
526	Voc. Ed. Equipment Replacement	3,000,000	3,000,000	5,090,000
527	Teacher Inservice Education	985,283	1,053,900	1,160,402
528	Educational Mobility Assistance	942,722	958,461	987,214
532	Nonpublic Administrative Costs	10,025,525	10,667,137	11,872,523
533	Early Childhood	-	-	275,000
534	Desegregation Costs	24,581,500	8,085,500	9,000,000
548	Teacher Education Loans	-	-	500,000
549	County MR/DD Boards Special Education	-	-	35,770,226
551	Reading Recovery	-	-	300,000
702	Voc. Ed. Building & Equipment Assistance	6,000,000	2,000,000	-
Special Purpose				
401	Regional Offices	986,169	964,554	-
412	Driver Education	133,930	143,690	153,284
415	Consumer Education	157,136	167,756	245,000
416	Vocational Education Matching	1,507,520	1,643,477	1,713,661
418	Inservice Teacher Training	336,356	353,140	410,141
419	Preservice Teacher Education	5,767,594	5,941,620	6,125,854
422	School Management Assistance	369,988	414,219	443,790
424	Simulation System	308,111	322,521	399,531
426	Uniform School Accounting Network	7,722,908	8,209,042	8,822,810
427	Technical Assistance for Educ. Mobility	127,846	134,512	142,517
435	Missing Children	-	-	230,184
Other				
	Department of Education	5,037,086	5,659,892	7,212,007
	School for the Blind	2,305,187	2,436,166	2,983,877
	School for the Deaf	3,717,983	3,890,882	4,595,947
Total		\$2,329,728,182	\$2,491,048,134	\$2,744,845,183

Amounts taken from June 30, 1985 *Daily Transaction Register*. Expenditures and encumbrances were totaled to obtain FY 85 dollar amounts.

ADMINISTRATION

The Department of Education, according to the laws of Ohio, is comprised of the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties described in the statutes. The State Superintendent and department staff administer the policies and directives of the State Board of Education.

The administrative staff, which includes the Superintendent of Public Instruction and assistant superintendents, provides leadership and directs and supervises the work of department employees. Leading in the search for better ways to meet educational needs, administering school laws and standards, and providing counsel to school administra-

tors in solving problems faced by school districts are the major activities in the administrative offices.

The Superintendent of Public Instruction is the chief executive officer for all educational matters and functions under the management and control of the State Board of Education. Dr. Franklin B. Walter became Ohio's 31st Superintendent of Public Instruction on March 16, 1977. The assistant superintendents are responsible for the supervision of the divisions in the department and for special assignments, including liaison with the Ohio General Assembly, litigation, and coordination of department task forces and advisory committees composed of lay citizens, educators and others.

COMPUTER SERVICES AND STATISTICAL REPORTS

The Division of Computer Services and Statistical Reports is comprised of five sections: Management Information Support, Research and Development, Program Management Support, Operations, and Technical Assistance and Field Support. During the past year the division has continued to maintain its commitment to its original purpose of computerizing department programs and upgrading statistical capabilities.

Management Information Support

The Management Information Support Section is responsible for collecting, processing, and analyzing data in areas ranging from pupil enrollment to costs per pupil. In cooperation with other divisions, pupil and staff information is now collected jointly to reduce redundancy of reporting. This has resulted in more accurate data being collected and reported in a more timely fashion. During the past year the Management Information Support Section began automating several record keeping procedures for the Division of Elementary and Secondary Education and the Division of School Finance.

Research and Development

The Research and Development Section prepares financial simulations for legislative proposals af-

fecting education. This service has proven to be an invaluable tool for legislative leaders and department administrators in the preparation of education's biennial budget. Research is also performed for other divisions at their request. This year the section automated the production of Chapter 2 Allocation Reports for the Division of Educational Services and also was involved in a project to develop common data files along with the Management Information Support Section and the Division of School Finance.

Program Management Support

The Program Management Support Section's duties include processing and reporting test scores for over 200,000 students annually. The section also monitors and reports on the distribution of over \$150 million dollars in subsidies for the Division of Federal Assistance and over \$120 million federal dollars and \$10 million state dollars for the Division of School Food Service. In addition, the section processes and prints approximately 84,000 certificated staff certificates annually, and this year printed over 840,000 mailing labels. The section also scored and printed 12,412 GED Pass/Fail Certificates during 1984-85.

Operations

The Operations Section is responsible for evaluating, purchasing, monitoring, and maintaining all data processing hardware and software used by the department. Major projects completed this year include the upgrading of both DEC 2060 mainframe computers and the installation of a front end network processor. Plans are now in place to acquire full ownership of the VAX 780, now housed in our facility, from the State Data Center and to improve system performance by upgrading it. The VAX and its "All-In-One" software have proven to be a valuable tool for office automation and administrative applications. Microcomputers have been installed at the department offices located in the Ohio Departments Building. This is the first step toward implementing a department-wide office automation system. Additional equipment was purchased and installed this year, including a forms processor and an NCS 7018 optical scanner.

Technical Assistance and Field Support

The Technical Assistance and Field Support Section (TAFS) provides assistance to the Ohio Education Computer Network in a number of areas, the most important of which is the development and maintenance of computer software. The section developed the Uniform School Accounting System (USAS) software which is utilized by approximately 88 percent of the 568 network sites. The remaining sites use either self-developed or third party proprietary software packages. The Uniform Staff/Payroll System (US/PS) software, released over three years ago, is now operational in 260 school districts. This year the TAFS staff released several revisions to the USAS and US/PS software packages. There are additional software systems currently being developed and tested, including the Vehicle Information System, the Equipment Inventory System, and a personnel system which will include a salary simulator.

The Ohio Education Computer Network

The Ohio Education Computer Network (OCEN) consists of school districts, organized into self-governing data processing cooperatives, with a cen-

tral computer site providing Uniform School Accounting and Uniform Staff/Payroll services to participating members. The primary purpose of the OCEN is to share computer resources. Sharing computer hardware, specialized software, data, technical expertise, and support services makes efficient use of taxpayer dollars. The OCEN, now entering its seventh year of existence, covers all Ohio counties with 27 operational computer sites serving 568 school districts.

OCEN participants have a number of software packages available to them through the state. Two examples are the Special Education Decision Making Child Information Management System, currently in use by 240 school districts, and the Ohio Career Information System (OCIS), currently used by approximately 450 school districts.

The computer network provides electronic reporting of financial information from data available in the Uniform School Accounting System. OCCD-625, SM-1, and SM-2 report data were submitted electronically by over 510 school districts during the 1984-85 school year. Electronic tape submission has seen a dramatic increase over the past few years and has resulted in substantial savings of time and money at both the state and local levels, as well as improved accuracy and timeliness of report data.



EDUCATIONAL SERVICES

The Division of Educational Services consists of the Adult and Community Education Section, the Block Grant Section, the Guidance and Testing Section, and the Office of Sex Equity which administer the following programs.

Adult Basic Education

With continued state and federal funding under the authority of the Adult Education Act, this section is responsible for administering the state grant program for Adult Basic Education (ABE). Instruction in basic reading, mathematics and language, as well as English instruction for the foreign born, is provided in ABE classes to meet the diverse needs of undereducated adults in Ohio. Federal, state and local funds, totaling over \$6.1 million in fiscal year 1985, were made available to 121 participating school districts and three state agencies. An estimated 55,000 adults in all 88 counties were served with these funds. More than 85 percent of the students enrolled in ABE classes entered the program functioning at less than the equivalent of eight years of education.

Over 1,000 local program personnel were involved in the delivery of ABE services in fiscal year 1985. This included approximately 100 administrative and supervisory personnel, 750 teachers, 30 counselors, and almost 300 paraprofessionals. Over 70 percent of these staff members were employed part-time, and over 800 participated in staff development activities.

During 1985, ABE continued to serve as an effective way for undereducated adults in Ohio to build hope for a better future for themselves and their families. Approximately 67 percent of all participants were unemployed, and 29 percent were receiving public assistance at the time of their enrollment. Of these, over 2,000 obtained jobs, and over 1,000 were removed from public assistance as a result of their ABE experience. Another 1,000 received job promotions, and over 3,500 others enrolled in a more advanced education or training program.

Adult High School Continuation

The Adult High School Continuation program is designed to provide adults with an opportunity to receive their high school diploma by earning the necessary credits to graduate from their local school district. Typical students are those who dropped out of secondary school during their junior or senior year of study.

Forty school districts participated and received reimbursement for approved programs during the 1984-85 school year. These programs served 12,851 students across the state.

The directors of local Adult High School Continuation programs met this year for the first time as a part of the Summer Conference of Adult and Community Education Directors.

High School Equivalence Program

The High School Equivalence Program gives adults, 18 years or older who have not graduated from a chartered or accredited high school, another opportunity to complete their high school education. To establish high school equivalence, students must take the General Educational Development (GED) test. The GED is composed of a series of five tests in writing skills, social studies, science, reading, and mathematics. Students receiving a minimum GED score in each area receive a GED certificate which establishes their high school equivalence. Since 1962, when the High School Equivalence Program was first offered in Ohio, the volume of GED testing has sharply increased. In the past year, 14,250 Ohio residents received their High School Equivalence Certificate.

In 1984 the record system for the state GED office was computerized. Over 28,000 records were entered into the computer the first year. Statewide computer scoring of all answer sheets and computer printing of all certificates became a reality. These changes have allowed the state office to process a steady increase in the number of applications and certificates for adults wanting to establish high school equivalency.

Community Education

The purposes of the State Center for Community Education are to promote the development of community education statewide and to provide developmental and technical assistance to local communities. Trends show that two areas of growing concern among school districts are providing school-age child care programs and developing school-business partnerships. Providing technical assistance to school districts and funding demonstration grants in these two areas remain a primary focus of the state center.

During the 1984-85 school year, the center awarded state funds for six community education planning grants to assist communities initiate community education programs; awarded five demonstration grants to established programs for special projects; expanded the Community Education Technical Assistance Network (CETAN) to 30 districts, enlisting experienced community educators to provide technical assistance to schools and communities throughout the state; obtained \$21,000 from the C.S. Mott Foundation to support communications and training activities; and received a three-year grant from the George Gund Foundation matching state dollars for community education planning and training.

Energy Assistance

An additional function of the Division of Educational Services is to provide Ohio schools with technical assistance for energy conservation and asbestos health hazard management. Many seminars were conducted either locally or regionally for school administrators, school board members, parents, and school custodial and maintenance staff members. The seminars provided: a) instruction to participants in the federal institutional energy conservation grants program and the federal asbestos abatement grants program; b) guidance for management and capital improvement needs of school facilities; and c) training for improved, efficient and safe school operation and maintenance.

The National Energy Conservation grant program provided a sixth and an early seventh funding cycle during 1984-85. Again, Ohio schools were very

successful in obtaining matching grants for improvements to reduce energy consumption and costs. Over \$14 million in federal funds have been awarded to Ohio schools since this program began in 1978.

The United States Environmental Protection Agency provided grants and loans early in 1985 for school asbestos hazard abatement. Over \$8.25 million was awarded to 36 Ohio schools. Applications were received from 746 Ohio schools for 1,404 asbestos projects totaling over \$109 million in abatement costs.

ECIA Chapter 2 Block Grant

A review of fiscal year 1985 applications for Chapter 2 Block Grants documents an active partnership in expanding educational services and opportunities for public and nonpublic school students. More than 4,200 parents, 6,800 teachers, and 1,600 other community representatives served on school district advisory committees to determine local priorities and make recommendations for allocating Chapter 2 funds. Over 750 school districts and eligible agencies utilized more than \$16 million in block grant funds to initiate new programs and supplement existing services during fiscal year 1985.

The periodic Chapter 2 newsletter, *Improving School Practices*, highlights exemplary local program efforts and serves to keep districts informed of administrative activities. Over 4,500 copies of each issue are distributed statewide.

Block Grant staff members also continued an active on-site monitoring effort during the past year, conducting 111 reviews of implementation practices, fiscal management, and program compliance. A total of 238 reviews of the first two years of the consolidated program have now been completed.

Praise was received from officials of the U.S. Department of Education during a recent review of the Ohio program. The reviewers gave commendations for the succinct and comprehensive guidelines; the use of computer-generated data in preparing annual allocations for districts; on-site review procedures and instrumentation; the level of tech-



nical assistance with minimal staffing; and the quality of program evaluation and reporting.

The Block Grant staff also administers the state-funded Pupil Competency Program, which has provided \$3.6 million to school districts over the last biennium for developing competency testing programs in local school districts.

Educational Technology Center

The Educational Technology Center (ETC) hosted approximately 600 educators from across the state of Ohio during the 1984-85 school year. Visitors examined the latest educational software, hardware, and instructional technology research.

In addition, approximately 170 Department of Education staff members attended training workshops during the year. Training sessions were offered in computer literacy, software evaluation, information management, and independent study.

The center staff also coordinated the ODE/Educational Products Information Exchange (EPIE) project, which resulted in the dissemination of software evaluation materials to all local schools in the state, and hosted the Fourth Annual Computer Fair. The fair attracted over 650 educators from across the state and highlighted new and innovative uses of instructional technology.

Three issues of the *Ohio Tech News* were published. With articles about each region of the state, the newsletter kept educators informed of the latest developments in the use of educational technology in Ohio schools.

Sex Equity

The Office of Sex Equity promotes sex fair and affirmative action activities in schools for boys and girls and provides school districts with the resources and technical assistance necessary to accomplish that goal. During the 1984-85 school year, materials and resource packets were developed to address sex equity issues in mathematics, employment, sexual harassment, and teenage pregnancy and to promote the women's history week celebration; nine workshops, serving over 800 administrators, teachers, and students, were held on a variety of issues which included Title IX compliance and critical issues of the 1990's; quarterly newsletters on sex equity issues were sent to all Ohio superintendents and principals; a resource library of over 600 instructional materials was developed; and statewide committees were established in mathematics and science, special education, and athletics to study and review special problems of sex equity.

Federal Legislative Activities

The Division of Educational Services also serves as the liaison with federal agencies and members of the legislative and executive branches. The staff assesses the effects of proposed federal education-related legislation; comments on rules and regulations; presents testimony on critical issues; seeks new sources of federal funds; and disseminates information about federal education programs to school district staff, state department personnel, and to representatives of other agencies and associations.

Guidance and Testing

Staff members in the Guidance and Testing Section provide technical assistance, conduct workshops, and develop materials for programs related to personal, social, educational, and career guidance; early childhood education; missing children; testing; and substance abuse.

Continuing activities during 1984-85 included 130 state, regional or local staff development workshops, ten addresses to lay organizations, and 260 office conferences with individuals or small groups.

The *Communicator*, published by the section, supplements the field work by providing information to all counselors, counselor educators, and guidance supervisors in Ohio. Career guidance, in cooperation with the Division of Vocational and Career Education, is enhanced through Program Review for the Improvement, Development and Expansion (PRIDE), technical education guidance reviews, and vocational counselor training, validation and reimbursement.

The Ohio Tests of Scholastic Achievement (OTSA) continued to expand in scope and in the number of students participating in this voluntary testing program, designed to stimulate recognition of academically talented students. Over 30,000 students participated in OTSA, an increase of 4,000 from the previous year. Students competed in 18 subject

areas at 68 regional test centers. A total of 23 trophies, 55 team trophies, 164 plaques, and 40,000 certificates were awarded to participants. Two new subject areas, Physics and Advanced Mathematics, were added to the OTSA program. During 1984-85, 532 public school districts (87 percent) participated in the OTSA program. In addition 90 private and parochial schools participated.

The number of districts participating in other testing programs sponsored by the section were: General Aptitude Test Battery (GATB) 221 districts (36 percent), Ohio Interest Survey (OIS) 293 districts (47 percent), and Guidance Services Evaluation Inventory (GSEI) 19 districts (3 percent). In total, 571 or 93 percent of all public school districts in Ohio participated in testing programs administered by the section.

ELEMENTARY AND SECONDARY EDUCATION

Historically the Division of Elementary and Secondary Education has maintained as its primary function the interpretation, implementation, and monitoring of minimum standards. Standards provide the framework by which Ohio school districts can translate the goals of the State Board of Education into specific and measurable requirements for students. During the 1984-85 school year division personnel conducted the first series of on-site evaluations to determine compliance with the 1983 minimum standards. More than 800 public and nonpublic schools were visited by division staff.

Division consultants provided assistance in standards implementation through competency based education clinics. Educators from 232 school districts participated in summer sessions designed to offer individualized assistance in the development of pupil performance objectives, assessment and testing procedures, intervention programs, and guidelines for implementation of competency based education.

Leadership in standards implementation was further promoted by division staff providing more

than 500 curriculum workshops with emphasis on course of study development. A great amount of activity focused on the competency areas of English composition, mathematics, and reading.

For the past five years the division has sponsored a leadership conference to provide direction for current curriculum and instructional issues and to showcase excellence in Ohio Schools. The 1984 conference, "Excellebration," attracted more than 700 participants who learned about the "100 Good Schools" research, gained new insight into educational issues, and celebrated the success of Ohio Schools.

Division staff, in cooperation with other department members, combined their professional knowledge and skills to write a series of leadership documents to further enhance implementation of the minimum standards.

To align staff responsibilities with the 1983 minimum standards, the division was reorganized into four sections: Curriculum and Instruction; Fine Arts, Health, and Special Projects; Standards and School Evaluation; and Support Services.

Curriculum and Instruction

Curriculum consultants in English language arts, foreign languages, mathematics, science/environmental education, and social studies who were members of the former Secondary Section formed the new section, Curriculum and Instruction. Staff in this section serve Ohio schools in a variety of ways, providing consultative services, technical assistance, and other professional activities directly to school districts.

A multitude of ongoing activities which are subject-specific engaged the staff throughout the year. Curriculum consultants provided leadership in developing and improving education in local schools and served as liaisons within the department and as intermediaries with institutions of higher education. Throughout the year each consultant served in an advisory capacity for programs established by state and federal legislation and engaged in a wide range of activities sponsored by professional organizations in the various governmental and private agencies as planners, representatives, or coordinators.

Fine Arts, Health, and Special Projects Section

Staff members conducted on-site evaluations at 25 of the 86 county boards of mental retardation schools and six of the 11 developmental centers to determine compliance with minimum standards for chartering special education programs. Other evaluation activities included eight program reviews with the Division of Special Education, nine North Central Association evaluations, 21 subject area program reviews, more than 50 minimum standards inspections, and 45 nutrition education grant site visits.

A music guide was revised and reprinted in cooperation with the Ohio Music Education Association. A grant was received from the Ohio Arts Council to fund eight curriculum planning seminars at major Ohio art museums attended by representatives from 80 school districts.

Grants for integrating nutrition education activities into the curriculum were awarded to 36 schools and nine day care centers. Schools participated in a Nutritional Education Training process model

which integrates nutrition concepts into all curriculum areas. Two statewide nutrition conferences were sponsored for day care and school personnel. More than 300 persons attended both conferences. A nutrition education brochure was developed for distribution to all schools throughout the state.

More than 800 copies of *Personnel in Pupil Activity Programs* were distributed, and approximately 175 sports-related training programs for coaches were approved. More than 70,000 persons from the four major Ohio cities participated in a variety of arts experiences in conjunction with Ohio's Imagination Celebration. A \$3,904,955 state appropriation also administered by this section provided assistance to Ohio's eight nonprofit educational television corporations.

Eighty-two applications were processed for the Ohio Teacher of the Year Award, as were nine applications for International Teaching Fellowships in Victoria, Australia. More than 600 teacher applications were processed for the NASA Teacher in Space Project. Section responsibilities expanded to include providing school personnel with information and technical assistance in developing local volunteer programs as a reminder of the many ways school volunteers can use their special talents to build partnerships that promote excellence in schools.





Standards and School Evaluation

The Standards and School Evaluation Section is responsible for evaluating Ohio's 3,759 public schools, 824 nonpublic schools, nine Department of Rehabilitation and Corrections schools, and seven Department of Youth Services (DYS) schools. Evaluations under the 1983 minimum standards began with the 1984-85 school year. In an effort to evaluate all schools every five years, 687 public and 143 nonpublic schools were evaluated this year. All 16 DYS schools also were evaluated.

Inservice activities were provided for administrators in public and nonpublic schools scheduled for on-site evaluation. Session topics emphasized organization; curriculum, including competency based education; pupil services; staffing; instructional materials; community relations; research; and physical facilities.

Support Services

The emphasis on the development and improvement of courses of study in the 1983 minimum standards resulted in an increase of activity for the Support Services Section. During the 1984-85 school year, courses of study for more than 29,000 subjects were reviewed for approval. This represents an increase of more than 300 percent over the previous year. In addition, the staff provided assistance to school districts in the development or revision of courses of study and in the implementation of competency based education programs based on courses of study.

Technical assistance was provided to school districts to improve effective utilization of library media programs. Leadership activities included course of study development for library media programs, district planning of library services, and public awareness of the importance of school libraries to the community. Media services were provided to local school districts through the nine media regions and two film centers. During 1984-85, these centers received \$511,921 in Subsidy 519 funds.

During the 1984-85 year, industrial arts staff focused on a program of curriculum development emphasizing industrial technology systems of manufacturing, construction, communications, and energy/power. More than 2,000 teachers and administrators benefited from technical assistance provided through district, regional, and statewide inservice programs.

The coordination of school accreditation activities for the North Central Association of Colleges and Schools resulted in the accreditation of 627 schools and candidacy status for 17 schools. One hundred schools completed comprehensive self-evaluations followed by an external team review. The self-studies and team evaluations provided the basis for development and implementation of school improvement plans in high schools, junior high/middle schools, elementary schools, vocational/adult schools, independent college preparatory schools, and special function schools.



EQUAL EDUCATIONAL OPPORTUNITIES

The Division of Equal Educational Opportunities consists of three sections: School Improvement, LAU Center, and Urban Programs. Efforts from all sections of the division concentrate on providing equal educational opportunities as well as educational excellence for all students.

School Improvement Section

The division's School Improvement Section provides technical assistance and funding to school districts for developing and implementing plans to reduce or eliminate racial isolation.

Title IV-CRA funds were utilized to provide technical assistance to 34 racially imbalanced districts in two broad areas: for preparing, adopting, and implementing plans for race desegregation and for coping with educational problems caused by race desegregation. The impact of this aid directly affected 32,385 teachers and 496,123 students during 1984-85.

State Educational Mobility Assistance Program (EMAP) funds were made available to school districts that transferred at least 50 students to improve the racial balance within their districts. During the year \$958,434 was distributed equally among eleven school districts which transferred approximately 8,000 students. On-site visits were made to the districts throughout the program year to review the progress of implementation plans and to provide technical assistance. The division held an Educational Mobility Assistance Program Implementation Conference in May 1985 attended by EMAP advisory committee members, school district program directors, and representatives from districts with one or more racially isolated buildings.

The staff conducted on-site reviews of nonpublic schools desiring a charter or approval to operate for determining compliance with rules which require such schools to adopt racial nondiscriminatory policies in the areas of recruitment, admission, employment, scholarships/loans/fee waivers, educational programs, and athletics/extracurricular activities.

The section also provided technical assistance to 200 school districts on implementing effective schools programs at the building level. Effective schools factors include: a sense of mission, strong building leadership, high expectations for students and staff, frequent monitoring of student learning, a positive learning climate, sufficient opportunity for learning, and parent/community involvement. Schools incorporating the factors in the building program experienced increased academic achievement for a significant number of students.

The Ohio Academy for School Improvement Strategies (OASIS) III was held at The Ohio State University during the summer of 1984 for 173 school building administrators from 60 school districts. Designed to help educational leaders develop action plans for school improvement, OASIS III was followed by a spring conference to determine the extent of plan development.

LAU Center Section

The LAU Center provided federally-funded assistance and training in the areas of bilingual education, national origin desegregation, refugee assistance, and immigrant education.

Technical assistance was provided to districts and teacher training programs serving a total of 2,500 limited English proficient (LEP) students targeted for bilingual education services with Title VII funds. Close coordination was established and maintained between the state department and the Georgetown University Bilingual Education Service in the delivery of these services. The LAU Center helped provide educators with information about bilingual education through three statewide conferences, 12 regional workshops, and one summer institute. Requests were also received from over 40 school districts in 15 states for copies of the Title VII-funded document, *Guidelines for the Establishment and Implementation of Entry and Exit Criteria for Bilingual Education Programs*.

School districts received staff assistance and training in planning and coordinating identification and assessment procedures for national origin desegregation. In April 1985 the LAU Center conducted a statewide count of LEP students in Ohio's public school districts, which indicated that 12,610 LEP students had arrived in the United States during the last three years. The LAU Center also provided assistance in curriculum development and training in cultural awareness, program evaluation, competency based education, bilingual special education and many other topics.

An annual LAU Center statewide conference was held for the first time in Columbus on November 30-December 1, 1984. Seventeen workshops were provided at the conference for over 148 teachers, paraprofessionals, and administrators. The bimonthly LAU Center newsletter, *The Ohio Bilingual-Multicultural Update*, was disseminated to approximately 400 multicultural teachers, administrators, paraprofessionals, and personnel from related state, local, and federal agencies.

The LAU Center administered over \$220,000 flow-through funds under the Transition Program for Refugee Children to serve approximately 1,500 eligible refugee students. In addition to administering the flow-through funds, technical assistance was provided by disseminating materials to school personnel on topics such as assessment of language proficiency, English as a second language, bilingual methodology, and instructional materials selection.

The resource library developed at the LAU Center continued to expand its circulation. Over 1,500 textbooks, audiovisual aids, references, language texts, and other bilingual-multicultural education materials are housed in the library and available on loan to school personnel.

For the first time in 1985, the LAU Center received funding under the Emergency Immigrant Program. Over \$261,000 was made available to the state. These funds served over 4,000 immigrant students and supported technical assistance in program development.

Urban Programs Section

During 1984-85, the Urban Programs Section disbursed \$40 million from the Disadvantaged Pupil Program Fund (DPPF) to 493 Ohio school districts. Fund allocations were used to provide educational services to over 400,000 targeted pupils in approximately 3,000 school buildings across the state. An estimated 60 percent of the funds supported academic achievement/remedial programs and the adaptation of curriculum/instructional methods and materials. Staff consultants provided 204 on-site visitations reviewing DPPF program operations and delivering technical assistance. Team visitations were made to the Dayton, Canton, and Columbus City Schools.

A total of 375 participants from 232 school districts attended four DPPF regional workshops which provided inservice and technical assistance to eligible DPPF districts. In addition, over 5,000 copies of the *Children First* newsletter were distributed to Ohio school districts.

During 1984-85, the section disbursed \$2,600,000 Urban Demonstration Projects (UDP) funds to four city school districts: Akron, \$520,000; Cincinnati, \$1,040,000; Cleveland \$520,000; and Toledo, \$520,000. UDP activities include creating an overall school climate to motivate students, promoting academic excellence, developing and refining management system techniques and strategies, and strengthening the utilization of community and college/university resources.

On-site visitations were made on a quarterly basis to conduct reviews and provide assistance as requested. In addition, the staff coordinated the efforts of the four UDP programs in producing a twenty-minute slide presentation which highlights the excellent practices that have been developed to meet the needs of Ohio's urban school populations.

FEDERAL ASSISTANCE

The primary responsibility of the Division of Federal Assistance is administering Chapter One of the Education Consolidation and Improvement Act (ECIA). This legislation provides funds for supplemental instructional services for educationally disadvantaged children. Another responsibility of the division is fiscal accounting and reporting for certain federally funded programs.

ECIA Chapter One

Chapter One provides funds for several types of children who have compelling educational needs. Funds totaling more than \$103 million in fiscal year 1985 were made available to 613 local educational agencies where approximately 134,000 students were served. Primary emphasis was placed on providing younger children with supplemental reading instruction. Second and third priorities were extra mathematics instruction and extended day or pull-out kindergarten classes.

INSERVICE EDUCATION

The primary mission of the Division of Inservice Education is providing leadership in the improvement of staff development, particularly in mathematics, science, reading, and writing. Five sources of funds are available through the division to support local efforts: Teacher Development; Excellence in Math, Science, and English Composition; Reading Recovery; Education for Economic Security; and the National Diffusion Network (NDN). Another area of program administration for the division concerns Ohio Department of Education approval of continuing education units.

Important statewide conferences are among the division's achievements during 1984-85. The first science staff development conference focusing on the theme "Building Level Teams" was attended by 375 participants. Three statewide awareness conferences were conducted about the adoption of exemplary educational programs for the exceptional child, early childhood education, and mathematics and science. Facilitated through the National Dif-

Chapter One funds also are provided for several types of students with special needs. Twenty-five school districts received over \$1 million in fiscal year 1985 to help 3,000 children of migratory agricultural workers improve their oral language and other basic academic skills. State agencies which operate schools for neglected and delinquent youngsters also received over \$1 million to provide supplemental instruction designed to assist nearly 1,100 students become more self-sufficient and better adjusted citizens.

Fiscal Accounting and Reporting

In addition to Chapter One program responsibilities, the Division of Federal Assistance administers disbursement of payments and processes federal expenditure reports for Adult Basic Education, ECIA Chapter One and Chapter Two, Economic Security Act, National Diffusion Network, and Title VI-B of the Education for the Handicapped Act.



fusion Network (NDN), each conference was attended by approximately 200 individuals.

Materials for staff development continue to enhance local curriculum development efforts. A series of five monographs were made available as a means for improving high school mathematics programs. The series was designed to provide descriptions which can be used to compare and contrast



local curriculum efforts with a model suitable for the state as a whole. The *Secondary Math Monograph Series* was introduced at 23 workshops throughout the state. The purpose of the workshops, attended by 630 persons, was to introduce the documents and discuss issues affecting secondary mathematics.

Another publication useful for inservice education is *Study Skills: A Resource Book*. It was designed to reinforce the concept that study skills instruction needs to be part of the curriculum at every grade level. A developmental approach is suggested with examples of instructional strategies and student competencies. Also developed during 1984-85 was the publication *Motivational Activities for Reading*, providing practical suggestions for fostering growth in interest and achievement in reading.

Right to Read Week is a special event for schools all across Ohio. This motivational campaign has continued to grow each year. Reports following the Seventh Annual Right to Read Week indicated that 1,270 buildings participated, involving over 500,000 students. There was also representation from all 88 counties, and 12 school districts had total participation.

The Young Authors Program supported special events locally and regionally. The writing process takes on special meaning when opportunities to publish are available. For many students the Young Authors Program has accomplished this purpose.

Two forums for teachers were held during 1984-85. Twenty-one Ohio teacher leaders in staff development were identified through the regional councils. Division staff met with these individuals to focus on four key issues. The teachers addressed preferred qualities of professional growth efforts, changes in the school week, peer relationships, and personal plans for professional growth. Three participants in the forum will be members of the panel at the opening session of the division's Eighth Annual Staff Development Conference.

Continuing the division's commitment to the importance of contact with teachers, the staff met with a representative group of teachers who had just completed their first year of teaching. The issues discussed at the New Teachers' Forum included reflections on the adequacy of preparation, changes in the nature of the preparation program, and support systems during the entry year. With the help of regional council members, 31 first-year teachers were selected to participate in the forum.



RESEARCH AND COMMUNICATIONS

The Division of Research and Communications provides information and data to State Board of Education members, department staff, local educators, members of the press and other agencies, and the public. Staff activities include preparing reports, conducting marketing and educational research, editing department publications, maintaining research and photographic libraries, reviewing and indexing department forms, writing speeches, monitoring education-related stories in the national and state press, maintaining a newspaper clipping service, producing transparencies and photographs, lending audiovisual equipment, and providing art design, typesetting, and layout services for department publications.

During the 1984-85 school year, the division published *School State*, the monthly State Board of Education newsletter; issued 182 news releases targeted to state and national print and electronic media; responded to an average of 1,900 monthly calls on the department's information line; pro-

duced 1,251 transparencies and 1,852 photographs; and edited and designed 78 new department documents. Data and information gained from electronic and print sources also were reported to department administrators on a daily basis.

The division coordinated the production of two films: "You and Ohio Schools...Partners Building Excellence" and "For Parents Only." A public service announcement, "Summer is a Time for Learning," also was developed for statewide use.

In an effort to provide accurate and current information essential for future educational policy development, the division is coordinating the statewide Public Opinion Survey project authorized by the State Board of Education. Opinions are being solicited from over 3,000 citizens, educators and students on a variety of issues affecting elementary and secondary education programs and services. The findings will be compared to a similar survey conducted at the beginning of the decade.

SCHOOL FINANCE

The primary responsibilities of the Division of School Finance include the administration of over \$2.4 billion in 20 subsidy and two rotary accounts for 616 school districts, 87 county boards of education, and 49 joint vocational school districts; the calculation and disbursement of payments under Ohio's school foundation program; coordination of field services; fiscal planning and computer data analysis; maintaining and implementing driver education programs; and overseeing school bus purchasing, pupil transportation, and land transfers.

Foundation Program Section

The school foundation program, which provides the basic state support, totaled over \$2.26 billion dollars for subsidy payments in fiscal year 1985. The allotment of funds received by each district was determined by the General Assembly to assure a

basic level of financial support for all school districts. The section also prepares all vouchers and transmittals for the Homestead Exemption and Property Tax Rollback twice a year for each of Ohio's counties and prepares all interstate transfer vouchers reflecting the special education units within the Ohio Department of Mental Health, the Department of Mental Retardation and Developmental Disabilities, Ohio Department of Youth Services and the Ohio Veteran's Children's Home at Xenia, Ohio.

Field Services Section

Coordinators in the eight area offices administered multiple statutory programs, including school foundation payments, auxiliary services to nonpublic schools, mandated administrative cost reimbursements to nonpublic schools, and tuition payments. Data needed to calculate the school district's state

aid under the foundation program were distributed, collected, and edited by the area coordinators. Background data were collected for the Office of School Management Assistance when a school district requested a loan or staffing analysis. All driver education programs were evaluated, and all driver education forms were distributed, collected, and edited by the coordinators. Coordinators worked with school district personnel in routing and scheduling school buses; answered questions about the Administrative Code and current law; conducted workshops and assisted school officials with problems covering bus purchases, tuition, school finance, pupil transportation, driver education, and auxiliary services.

Several area coordinators assisted the Division of Elementary and Secondary Education in reviewing standards in school districts and provided leadership in reviewing compliance of the 182 day school year with both public and nonpublic school administrators. The Excess Lottery Profits Program also is administered by the Field Services Section.

Data Processing Systems Section

The responsibilities of the Data Processing Systems Section are writing the necessary computer programs to maintain existing data processing systems and designing new systems to assure prompt and accurate computation of the many state subsidies administered by the division. Section personnel were involved in the development of a large data base file used by all personnel within the Department of Education to generate reports relating to staff, pupils and financial data of all school districts in the state.

Fiscal Planning and Coordination Section

This section processes department requests requiring approval of the State Controlling Board. In 1984-85, all 104 department requests received State Controlling Board approval, including requests for the multimillion dollar monthly foundation payments to school districts, competitively bid state contracts in excess of \$10,000, emergency loans to school districts, bus purchases, release of excess lottery profits funds, and construction and architect contracts for the State School for the Blind and the

Ohio School for the Deaf. The section also serves as a resource liaison with other state agencies, and issues fiscal reports.

Driver Education Section

The Driver Education Section provided \$6,472,100 in subsidy payments to school districts in 1984-85 for 129,472 students completing approved driver education courses. Since 1968, over 2,850,000 students have completed approved courses, and \$134,500,000 in subsidy payments have been made to school districts. The Driver Education Section participates in the Governor's Highway Safety program to meet federal and state driver safety mandates. Since 1968, over \$7,950,000 in federal funds have been utilized to enhance local programs through development or purchase of curriculum guides, inservice materials, classroom and laboratory equipment, and support materials. Annual workshops at both the district and college levels are held to assist teachers and administrators in providing quality traffic safety education programs. In addition, 101 driving simulator laboratories, six driving ranges, and 81 multi-media systems are leased for use by 236 school districts.



Pupil Transportation Section

Each day 1,300,000 pupils are transported over 850,000 miles to and from school in Ohio. This amounts to 153 million miles of travel for the 1984-85 school year without one fatal injury.

Several programs impact on attainment of this goal. New safety rules for the operation of school buses went into effect last year, requiring improved driver training and school bus driver inservice education. During the 1984-85 school year 2,500 school bus drivers received training. In addition, approximately 80,000 pupils participated in rider safety programs, taught by school bus driver instructors, to help eliminate student accidents and injuries.

While these programs focus on efforts to minimize human error, technological advancement provides better and safer school buses on which to transport pupils. There were 1,188 buses purchased during the 1984-85 school year, of which the majority had automatic transmission and diesel engines for greater fuel economy.

SCHOOL FOOD SERVICE

During school year 1984-85, the Division of School Food Service provided consultant and technical services to 2,530 public school districts, nonpublic schools, and institutions. Programs, and eligible agencies, administered by the division include the following:

- National School Lunch Program (NSLP) and the School Breakfast Program (SBP) — Public and nonprofit private schools of high school grade and under and residential child care institutions.
- Special Milk Program (SMP) — School and child care agencies, if the school or agency does not have a federally-funded meal service, and summer camps for children during the months of May through September, if not also providing a federally-funded meal service.
- Summer Food Service Program for Children — Public agencies and summer camps providing meals for children from May through September.

School Building Assistance Section

In response to a School Building Assistance Survey form sent to each superintendent in Ohio, 26 applications for building assistance were received, four of which later were withdrawn. Following application by school districts, on-site visits were made by department personnel to review the condition of the districts' facilities and to verify the data and information submitted. A priority list of 22 school districts based on the percentage of students housed with state funds was approved by the State Board. The one-half mill payback from previous building assistance projects to the rotary fund allowed the State Board to permit 11 school districts go on the ballot at the local level during 1984-85. The \$10 million legislative appropriation for fiscal year 1985-86 will permit the State Board to continue to assist those districts on the priority list.

- Child Care Food Program (CCFP) — Breakfasts, lunches, dinners, and between meal supplements for public and private, nonprofit and licensed agencies which provide child care on less than a 24-hour basis. Child care centers and family day care homes are eligible for this funding.
- Government Donated Food Program — Schools, child care agencies, summer camps, charitable institutions (to the extent needy people are served), and senior citizen meal sites receiving funds through the Older Americans Act. Schools and residential child care agencies receive agricultural products, and agencies participating in the CCFP or sites for senior citizen meals receive cash in Ohio.

Preliminary data for 1984-85 indicate there were 153,703,170 lunches and 19,363,774 breakfasts served in schools, an average of 878,304 lunches and 110,650 breakfasts per day. In addition,

11,440,780 half pints of milk were provided free or at low cost to children in schools not receiving federal funds for a lunch or breakfast service.

School and residential institutions received \$114,893,697 in reimbursement from federal and state funds to provide meals and milk free or at low cost. Government-donated food valued at \$30,611,139 was distributed to schools for use in lunch and breakfast programs.

The Child Care Food Program was available through 391 sponsors serving a daily average of 39,298 children in 2,941 child care centers and homes. Sponsors received \$11,103,287 in federal

reimbursements for breakfasts, lunches, dinners, and between meal supplements served to children.

During the summer of 1984, the Summer Food Service Program for Children provided reimbursement for breakfasts, lunches, dinners, and supplements served to children by public program sponsors and camps. During the 1984 summer months a daily average of 26,394 children received free meals at 368 sites across the state. A total of \$1,847,945 in federal funds was reimbursed to 57 sponsors of the program at camps, playgrounds, schools, and other sites serving children during the summer.

SCHOOL MANAGEMENT ASSISTANCE

The Office of School Management Assistance, in response to over 230 requests, provided technical assistance to over 150 districts. In addition to addressing these requests, financial management profiles were sent to all Ohio school districts, a departure from past practice when the profiles were provided only on request.

The financial management profile assists school district officials in fiscal management. The profile reveals the district's fiscal trends over a five-year period and compares revenues, expenditures and liquidity with those of other districts. With annual updating, the profiles are useful for fiscal planning and for communicating with the school community.

The staff also prepared 112 financial analyses and 95 staffing analyses requested by districts. The financial analysis provides a six-and-a-half-year projection. This in-depth forecast is valuable for planning. The staffing analysis compares the district's staffing patterns to state standards, or when standards are not applicable, to the average of ten similar districts.

Nearly 200 districts received a summary analysis of their transportation costs. The transportation tables provide districts with costs per mile, costs per bus, and a summary of the factors influencing transportation costs, allowing supervisors to compare their costs with those of similar districts.

Following fiscal reviews by the department staff, ten districts received approval for state loans. Five of the districts received funds by the end of the fiscal year.

Last year 41 financial management inservice seminars were attended by over 2,000 participants. These seminars covered 12 different topics, addressing the fiscal management concerns of school officials.

The office also monitors the annual spending plans and the quarterly financial reports of districts. When these documents indicate cause for concern, district officials are contacted to assure sound fiscal management.



SPECIAL EDUCATION

Ohio has a long history of leadership in the provision of educational services to exceptional children. The Division of Special Education assumes the responsibility for assuring that all eligible handicapped children have access to a free appropriate education. Administration of programs for gifted and talented children is also a function of the division.

The division monitors educational programs for handicapped children through its Program Review and Evaluation Procedures (PREP). This process includes both a review of school district policies and procedures and on-site visitation to ensure implementation of federal and state mandates. Programs operated under Title VI-B of the federal Education of the Handicapped Act are also reviewed by the division, as are the programs for the gifted. Each year approximately 250 districts participate in one or more of these reviews.

Through the combined efforts of the division, the sixteen Special Education Regional Resource Centers (SERRCs), and teacher training institutions throughout the state, a comprehensive system for personnel development is implemented. This system provides coordination of both preservice and inservice preparation for educators of handicapped children.

In addition to inservice training, the SERRCs, established by the division in 1968, provide a wide range of services to school districts, parents, agencies, and organizations. These services include program planning and development, evaluation of handicapped children, conflict resolution, and information dissemination.

The Division of Special Education collects annual data on the number of handicapped children being appropriately served. The data collected on December 1, 1984 revealed that 201,040 children were receiving a full appropriate special education.

To help provide these services, the Ohio General Assembly appropriated \$317 million for the 1984-85 school year. These funds provided 11,582.8 special education units. Additionally, over \$53 million in



federal funds were allocated to enhance and expand programs for the handicapped.

The Rule for School Foundation Units for Gifted Children, which became effective on July 1, 1984, was implemented during the 1984-85 school year. Program models combine several approaches to provide comprehensive instruction and services for gifted children. Programs range from service provided primarily in the regular classroom to self-contained classes for gifted children. The coordinator network provides support to classroom teachers, supervision of teachers of the gifted, and close liaison with university personnel and other community members who may provide supplemental services. An increase in honors programs, mentorships, and concurrent enrollment of high school students in colleges and universities is evident throughout the state.

The 1980-81 unit allocation of \$3.2 million which funded 175 units has been increased to \$5.9 million to support 249 units during the 1984-85 school year. Over 200 coordinators are now employed by single districts or in consortia of districts.

The Martin W. Essex School for the Gifted, a summer program for 60 selected senior students from throughout the state, was conducted for its ninth year in August 1984. The theme, "Investing in Futures," was carried out through a series of lectures and workshops on government, the arts, sciences, the environment, and human resources.

Other activities that school districts provided for gifted students included the Olympics of the Mind competition, the Future Problem Solving Bowl Program, and the first statewide Quiz Bowl Finals.

Completing its first year of operation was the Ohio Coalition Parent/Educator Team Training project. Designed to promote and maintain partnerships among school personnel and parents of handicapped children, this project initiated a schedule of workshops which will ultimately reach every region of the state.

Two multimedia presentations were developed for statewide dissemination during 1984-85. "Momentum Toward Excellence in Special Education," which details Ohio's thrust toward quality programs for handicapped children, has been used widely to help promote the drive toward excellence in educating our handicapped students. In order to help explain and promote the new rules for the education of gifted children, a film entitled "The Gift" was developed and currently is being disseminated.

TEACHER EDUCATION AND CERTIFICATION

The Division of Teacher Education and Certification has the responsibility for (1) ensuring the implementation of standards and courses of study for the preparation of teachers; (2) providing for the inspection of institutions desiring to prepare teachers; (3) approving institutions that maintain good training programs; and (4) ensuring that graduates of approved programs are issued appropriate certificates.

Division personnel issued more than 92,000 certificates during fiscal year 1985. Transcript evaluations, correspondence, validations to existing certificates, office conferences, and responses to requests for applications amounted to more than 10,000 additional transactions with current and prospective school personnel.

On-campus evaluations of all teacher education programs occur at least once during a five-year period. From 1980 through 1985, all 48 approved institutions were evaluated to determine compliance with Ohio's Standards for Colleges or Universities Preparing Teachers. The division coordinated the evaluation of nine colleges and universities during the 1984-85 academic year and provided consultation services to all institutions. In addition, 17 new teacher certification programs were approved.

A review of the evaluations over the past five years clearly indicates that Ohio's colleges and universities have restructured teacher education in response to standards. For example, the teacher education curriculum for each teaching field is, at each approved college or university, now based on the knowledge, skills, attitudes, and values determined essential for effective teaching. Also, students participate in clinical and field-based experiences which enable them to translate theory into practice.

Recent graduates report their college programs give them on-the-job confidence. Administrators have indicated that graduates of teacher education, under the 1980 standards, are better prepared for the demands of the classroom.

Ohio has received national recognition for the clinical and field experiences that are provided early and continuously throughout the teacher education curriculum. The state's leadership position was reinforced recently when two Ohio programs competed with many others nationally for The Association of Teacher Educators Distinguished Program in Teacher Education Award. Of the three programs nationally rated, two, including the winner, were from Ohio.

VOCATIONAL AND CAREER EDUCATION

The Division of Vocational and Career Education has the responsibility for quality education for the development of work skills for the youth and adults of Ohio. Vocational education strives to provide employability skills, those skills and work habits essential for productivity; employment skills, those skills involving the ability to perform tasks related to an occupation; and basic skills, the core competencies necessary to prepare for entry-level jobs and for lifelong learning needed to retain these jobs. The building of these skills provides a core of emphasis for the division program areas of agriculture, home economics, trade and industry, business and marketing, and the support service areas of special needs, career development, and sex equity.

Enrollment

During the 1984-85 school year, 219,261 students were enrolled in secondary vocational education programs. This enrollment number includes institutionalized and special need students. Over 53 percent of Ohio's eleventh and twelfth grade students were enrolled in vocational education programs in 1984-85. Job training programs in vocational education involved nearly 40 percent of Ohio's eleventh and twelfth grade students. Enrollment in adult vocational education programs was 367,597. The career education program was made available to 993,474 students.



Placement

Follow-up placement data for 1983-84 completers are noteworthy. Over 87 percent of secondary program completers, age 21 and under who were available for work, were employed. General unemployment for age bracket 21 and under in Ohio was 24.3 percent compared to only 12.5 percent for secondary vocational job training program completers.

Specific Achievements

Enrollment and placement data for Ohio's vocational education programs reflect overall achievement. Additional accomplishments include administrative direction, special programs, services, evaluation techniques, student leadership activities, and community outreach. As examples:

The Blue Ribbon Committee on Secondary Vocational Education in Ohio completed its task by publishing its report, *Keeping Vocational Education At Work*. Recommendations within the report establish direction and provide guidelines for statewide progress in vocational and career education.



New options for vocational education programming include academically certified teachers working with vocational skill instructors to place more emphasis on important academic foundations. These new programming approaches have involved approximately 45 school districts.

Program Review for Improvement, Development, and Expansion (PRIDE), a self-review system for vocational education, annually involves over 9,500 persons from business, industry, and the local community. In 1984-85, 118 school districts participated in PRIDE.

Career education spans elementary, secondary, and adult vocational education programs. Participation in Ohio's career education programs was the highest in the nation in 1984-85 with 993,474 students served in grades K-10.

Programs to retain potential dropouts provide assistance to vocational education students. Occupational Work Adjustment (OWA) for 14 and 15 year olds (enrollment of 9,167) and Occupational Work Experience (OWE) for secondary school students (enrollment of 12,645) provide instruction for general work-related information and job training experiences. The Impact program (enrollment of 6,854) provides assistance for dropout-prone seventh and eighth grade students by focusing on strengthening student self-concept.

The Job Training Program Service (JTPS) improves coordination and linkages between vocational education programs and local service delivery areas. Examples include increased JTPS involvement with youth in secondary vocational education programs, specifically the Occupational Work Adjustment (OWA) programs, and increased involvement with adults in postsecondary vocational education programs, including the farm business management programs.

Vocational education students are involved in leadership, citizenship, and character development activities through student organizations which complement classroom work and on-the-job training. Total membership in Ohio's vocational student leadership organizations is over 100,000.

Sex equity activities in vocational education programs focus upon elimination of sex bias and sex stereotyping. To this end, 66 mini-grants of approximately \$600 each were awarded to vocational and technical education programs throughout the state. Technical assistance to local vocational programs was provided through workshops, inservice presentations, newsletters, and individualized consultations.

A validated achievement testing program is used by local vocational education personnel for the evaluation and improvement of instruction. In 1984-85 more than 41,439 vocational education students participated in competency testing.

Adolescent pregnant students and young parents also are assisted through vocational education. Programs within the school setting provide encouragement for students to remain in school until graduation. The programs are designed to help them gain parenting and child development knowledge and coordinate work and parenting roles. During 1983-84 approximately 1,230 students participated in such programs.

Cooperative education programs have increased at both secondary and postsecondary levels. Salaries paid by business and industry to students in cooperative education programs reached \$52,717,507 for 38,424 secondary students and \$7,859,316 for 4,059 postsecondary students.

OHIO SCHOOL FOR THE DEAF

The Ohio School for the Deaf (OSD), which has been in operation for 156 years, provided for the education, career training, and socialization needs of the 161 students enrolled in 1984-85. The students' ages range from 5 to 22 years, with 17 years of age being the median. Total communication instruction is used to present instructional materials which meet minimum standards and special education rules adopted by the State Board of Education. Vocational experiences are provided in 12 general areas. Thirty-five students received their high school diplomas in June 1985.

Ongoing responsibilities in 1984-85 resulted in the following achievements:

- A timeline for competency based education was developed, and initial stages were implemented.

- A film on suicide prevention aimed at teenagers was developed in conjunction with local agencies and schools.
- A conference for student leadership training was planned in conjunction with local agencies and the Division of Special Education.
- Community awareness activities, particularly those involving deaf adults, were used to assist OSD in planning for present and future needs as part of its plan to strengthen community partnerships.
- New or expanded opportunities were offered in the microcomputer laboratory, the masonry program, sign language instruction, and the child assault prevention program.

STATE SCHOOL FOR THE BLIND

The Ohio State School for the Blind completed 147 years of operation in June 1985. The school enrolled 127 students. Thirteen seniors graduated from the school this year.

Instructional programs are available at the school for blind, visually impaired, and multihandicapped children between the ages of 5 and 21. The educational programs are accredited by the Division of Elementary and Secondary Education and meet the special education standards adopted by the State Board of Education. The school also continues to be accredited by the National Accreditation Council for Agencies Serving the Blind and Visually Impaired.

A comprehensive educational program and special services are available to the students, including orientation and mobility, speech and hearing, visual stimulation, sensory development, music, health, physical education, vocational education, psychological counseling, and specialized equipment.

During the past year, a two-week summer program emphasizing career planning was established for ninth and tenth grade visually impaired students.



STATISTICAL SECTION

ENROLLMENT

Total Public School Enrollment

Year	Enrollment
1980-81	1,957,390
1981-82	1,894,021
1982-83	1,856,489
1983-84	1,827,270
1984-85	1,805,732

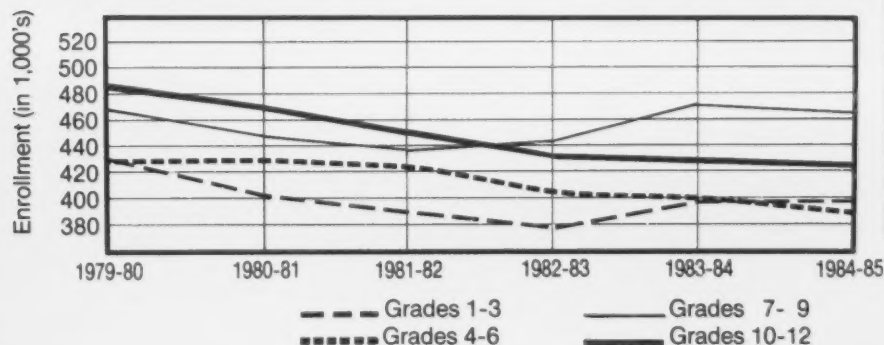
Public High School Graduates

Year	Total Graduates
1981	144,592
1982	143,625
1983	138,418
1984	132,334
1985	130,349

Enrollment by Grades 1984-85

Grade	Enrollment
1	140,974
2	130,604
3	125,102
4	128,260
5	127,084
6	131,534
7	144,634
8	153,305
Total 1-8	1,081,497
9	163,062
10	148,720
11	139,788
12	134,138
Total 9-12	585,708
Total 1-12	1,667,205
Kindergarten	138,527
Grand Total	1,805,732

Enrollment by Grade Level



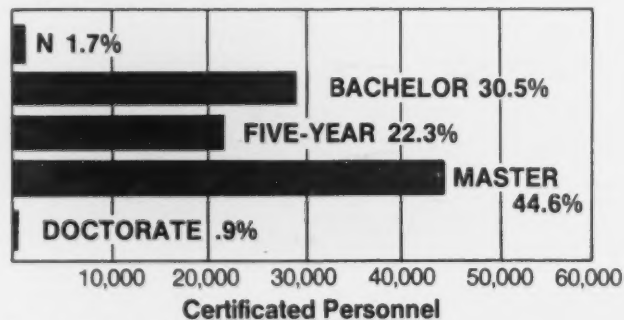
STAFF

Pupil/Teacher Ratio

Year	Enrollment	Full-Time Teachers*	Ratio
1980-81	1,955,157	100,526	19.4
1981-82	1,894,021	97,139	19.5
1982-83	1,856,489	94,126	19.7
1983-84	1,827,270	96,931	18.9
1984-85	1,805,732	98,061	18.4

*Full-Time Equivalent

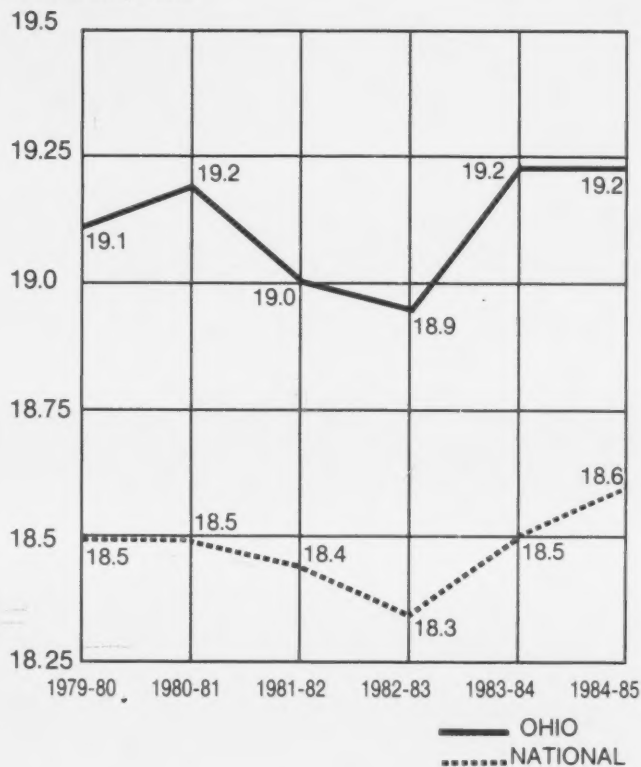
Degree Status in Ohio—1984-85



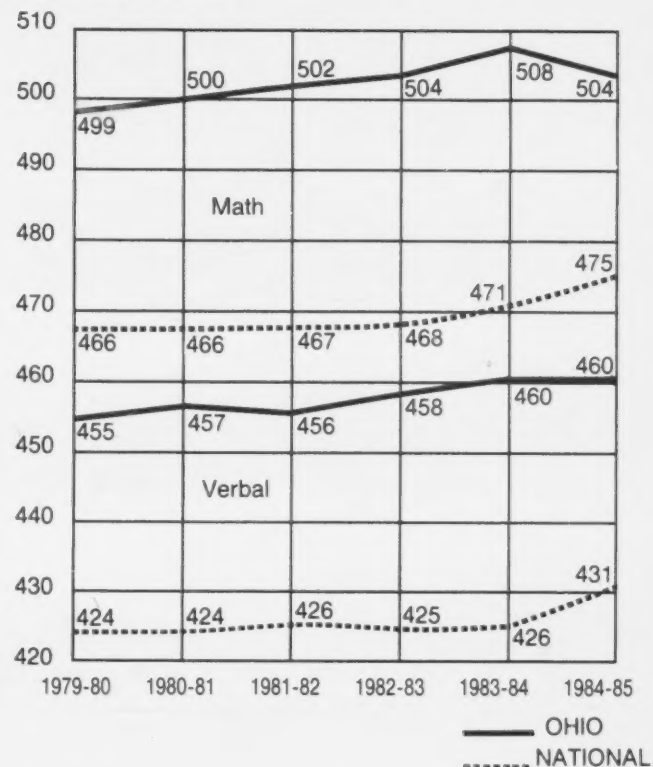
N = NON-DEGREE

TEST SCORES

ACT Composite



SAT Math/Verbal



SCHOOL DISTRICTS

Number of Public School Districts				
Year	City	Exempted		
		Village	Local	Total
1980-81	189	49	377	615
1981-82	190	49	376	615
1982-83	191	49	374	614
1983-84	191	49	375	615
1984-85	191	49	375	615

FINANCE

Revenue by Source—All Funds

Local Revenue	(%)	Total State Support	(%)	Federal Support	(%)
Fiscal Year 84 \$3,341,523,417	55	\$2,453,012,591*	40	\$285,939,626	5
Fiscal Year 85 3,396,915,937	53	2,703,275,247*	42	307,427,260	5

*Indicates Homestead and Rollback Exemptions

Average Expenditure Per Pupil

Year	City	Exempted Village	Local	State	Increase Over Previous Years Amount	(%)
1980-81	\$2,270.90	\$1,847.56	\$1,874.36	\$2,149.62	\$267.27	14.1
1981-82	2,469.00	1,999.18	2,009.87	2,327.71	178.09	8.3
1982-83	2,656.46	2,175.82	2,182.00	2,516.23	188.52	7.4
1983-84	2,961.32	2,458.89	2,444.25	2,810.61	234.09	8.5
1984-85	3,217.74	2,752.49	2,705.72	3,064.58	253.97	9.0

Ohio School Districts Total Property Valuation, Valuation Per Pupil, State Average Millage

Fiscal Year	Property Valuation (SF-12 Calculation)	Valuation Per Pupil	State Average Assessed Millage For Operation
1981	\$76,745,986,624	\$39,130	32.05
1982	80,723,031,975	42,449	33.11
1983	88,535,306,655	47,640	32.53
1984	92,549,169,321	50,645	34.71
1985	93,380,360,613	57,715	35.22

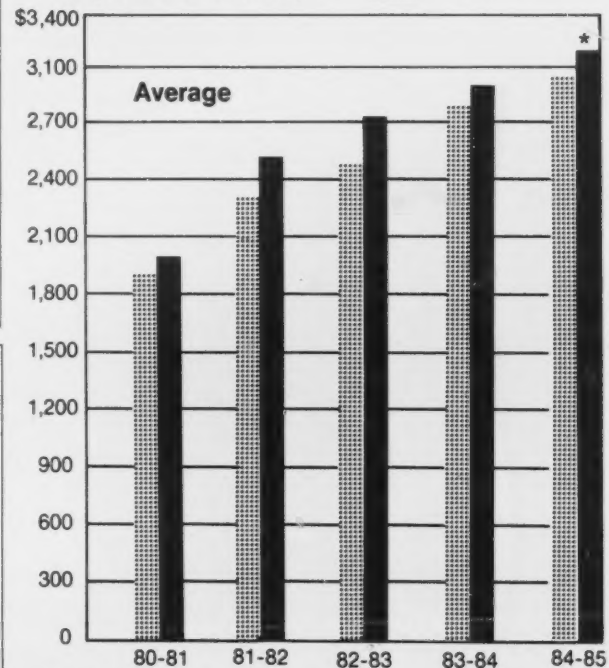
SF-12 Calculation 1981-85

Fiscal Year	Basic Aid	Categorical	Total
1981*	\$ 941,363,395	\$457,661,871	\$1,399,025,266
1982**	1,063,907,952	392,573,510	1,456,481,462
1983***	1,251,100,831	407,399,306	1,658,500,137
1984	1,462,941,229	495,184,849	1,985,126,078
1985	1,590,694,436	527,059,937	2,117,754,373

*At 96.4% Level **At 94.5% Level

***Executive Order 83-84 Level

Ohio and National Average Expenditure Per Pupil



*Estimate

SPECIAL PROGRAMS

Handicapped Children Receiving Full Services December 1, 1984

Service Agencies and Major Handicapped Areas	Ages 0-2	Ages 3-4	Ages 5-21	Total
Local Educational Agencies				
Multihandicapped	6	147	3,336	3,489
Hearing Handicapped	54	218	2,150	2,422
Visually Handicapped	7	16	828	851
Orthopedically and/or Other Health Handicapped	16	89	3,550	3,655
Severe Behavior Handicapped	7	37	6,674	6,718
Developmentally Handicapped	2	66	45,074	45,142
Specific Learning Disabled	0	39	72,831	72,870
Speech, Special Education Program	16	294	55,978	56,288
Speech, Related Service*	9	224	19,581	19,814
County Boards of Mental Retardation and Developmental Disabilities			8,356	8,356
State School for the Blind			122	122
Ohio School for the Deaf			151	151
Ohio Department of Mental Health**			338	338
Ohio Department of Mental Retardation and Developmental Disabilities**			115	115
Ohio Department of Youth Services**			523	523
Total	108	906	200,026	201,040

*Duplicated count.

**Data provided by respective state agencies.

Special Education Foundation Units for 1984-85

Types of Program	Units	Districts*
Supplemental Services Teacher	37.5	22
Preschool	64.0	21
Multihandicapped	519.4	147
Hearing Handicapped	283.9	43
Visually Handicapped	63.8	20
Orthopedically and/or Other Health Handicapped	222.8	33
Severe Behavior Handicapped	857.7	151
Developmentally Handicapped	3724.9	543
Specific Learning Disabled	3134.2	581
Speech and Language Services	988.5	462
School Psychological Services	806.5	336
Other Related Services	751.1	
MH/MRDD/YS	128.5	25
Total	11,582.8	

*Including city, exempted village, local, and joint vocational schools; county boards of education; and state departments of mental health, mental retardation and developmental disabilities, and youth services.

Vocational Education Secondary Enrollment

Year	Agriculture	Business	Distributive	Home Economics	Trade & Industrial	Total
1980-81	21,584	26,443	20,625	121,053	66,607	256,312
1981-82	21,200	26,100	20,156	119,095	65,825	252,376
1982-83	20,256	25,483	19,527	110,401	62,695	238,362
1983-84	19,392	24,614	19,002	108,516	59,981	231,505
1984-85	18,995	23,291	18,912	105,284	56,498	222,980
Percent of Total						
1980-81	8.4%	10.3%	8.1%	47.2%	26.0%	100.0%
1981-82	8.4%	10.3%	8.0%	47.2%	26.1%	100.0%
1982-83	8.5%	10.7%	8.2%	46.3%	26.3%	100.0%
1983-84	8.4%	10.6%	8.2%	46.9%	25.9%	100.0%
1984-85	8.5%	10.5%	8.5%	47.2%	25.3%	100.0%

Vocational Adult Enrollment

Year	Agriculture	Business	Marketing	Home Economics	Trade & Industrial	Total
1980-81	25,067	32,405	88,274	51,467	147,253	344,466
1981-82	24,229	35,129	95,295	38,502	157,108	350,263
1982-83	22,161	46,003	92,598	36,527	164,790	362,079
1983-84	20,263	54,334	50,222	34,589	177,557	336,965
1984-85	19,835	48,809	38,385	33,520	226,129	366,678
Percent of Total	5.4%	13.3%	10.5%	9.1%	61.7%	100.0%

Total Vocational Education Enrollment

Year	Secondary	Adult	Career Education	Grand Total
1980-81	256,312	344,466	412,610	1,013,388
1981-82	252,376	350,263	488,632	1,091,271
1982-83	238,362	362,079	492,036	1,092,477
1983-84	231,505	336,695	500,746	1,069,216
1984-85	222,980	366,678	966,901	1,556,559

State Expenditure for Secondary Vocational Education

Year	Expenditure
1980-81	\$176,348,000
1981-82	176,205,000
1982-83	190,150,000
1983-84	218,611,000
1984-85	230,743,000*

*Estimate

Disadvantaged Pupil Program Funds

Year	Expenditures	Number of Programs
1980-81	\$41,031,865.97	790
1981-82	30,674,440.73	750
1982-83	36,520,270.86	747
1983-84	37,024,418.86	733
1984-85	41,832,000.00*	777*

*Estimate

Students Served in DPPF Programs School Year 1984-85

Academic Achievement
and Remedial Programs

91,859

Adaptation, Curriculum
Instructional Methods
and Materials

120,759

Cultural Enrichment

39,796

Dropout Prevention

31,557

Home-school and Adult
Education Programs

8,841

Improvement of Communi-
cation Skills

575

Improvement of Health
and Related Services

70,528

Improvement of Library
Services

90,148

Motivational and Self-
Imagery Development

38,258

Safety and Building
Security

-0-

Total Number of Students Served - 492,321*

***Duplicated Count**

FEDERAL ASSISTANCE

Chapter 1 Programs for Disadvantaged Pupils Percent of Participants by Grades

Year	Participants	% Preschool & Kindergarten	% Grades 1-3	% Grades 4-6	% Grades 7-12
1980-81	144,629	8	53	32	7
1981-82	126,926	8	55	30	7
1982-83	120,035	7	57	30	6
1983-84	132,793	8	56	30	6
1984-85	134,000*	9*	56*	29*	6*

*Estimate

Chapter 1 Programs for Disadvantaged Pupils District Participation and Funds Available

Districts		
Year	Participating	Funds
1980-81	602	\$83,244,360
1981-82	603	80,281,200
1982-83	606	82,548,584
1983-84	612	94,241,680
1984-85	613	103,812,686

Chapter 1 Programs for Migrant Children

Year	Districts Participating	Children	Funds
1980-81	26	2,860	\$1,712,154
1981-82	26	3,240	1,712,154
1982-83	27	3,190	1,455,331
1983-84	27	2,944	1,338,887
1984-85*	25	3,000	1,492,449

*Estimate

Chapter 1 Programs for Neglected and Delinquent Children in State-Operated Schools

Year	Participants	Funds
1980-81	1,340	\$1,244,552
1981-82	1,873	1,226,168
1982-83	1,802	1,006,212
1983-84	1,833	1,527,485
1984-85	1,100	1,279,301

Grants Through Public Law 81-874

Year	P.L. 81-874 Maintenance/Operation
1980-81	\$8,965,803
1981-82	3,499,875
1982-83	3,384,523
1983-84	4,323,542
1984-85	3,393,907*

*Estimate

Chapter 2 Block Grant Program Education Consolidation and Improvement Act

Agencies		
Year	Participating	Funds
1982-83	755	\$16,297,926
1983-84	758	16,405,546
1984-85	758	16,196,740

Funds Administered by the Division of Federal Assistance 1984-85

ECIA Chapter 1	Basic grant to meet educational needs of disadvantaged youth	\$103,812,686
	Special grant to meet educational needs of immigrant children	1,492,449
	Special grant to meet educational needs of neglected and delinquent children in state-operated schools	1,279,301
Public Law 81-874	Maintenance and operation of schools in federally affected districts	3,393,907*
Estimate		Total \$109,978,343

Adult Basic Education Programs

Year	Programs Funded	Enrollment	Federal Funds	State Funds	Local Funds	Total
1980-81	130	52,136	\$4,538,219	\$1,067,000	\$810,454	\$6,415,673
1981-82	127	55,546	4,538,219	990,000	890,123	6,418,342
1982-83	125	52,140	3,899,937	1,100,000	795,000	5,794,937
1983-84	123	51,617	3,933,282	1,376,937	524,463	5,834,682
1984-85	121	55,000*	4,147,530	1,384,967	545,000*	6,107,498*

*Estimate

TRANSPORTATION

Pupil Transportation Statistics

Year	Pupils Transported	Annual Miles	Average Cost Per Pupil	Average Cost Per Mile Type 1
1980-81	1,384,153	151,617,780	\$141.82	\$1.22
1981-82	1,348,931	151,264,620	150.02	1.26
1982-83	1,311,997	149,183,812	160.34	1.34
1983-84	1,319,505	153,207,000	171.00	1.41
1984-85	1,309,196*	156,670,380*	183.00*	1.48*

*Estimate

Driver Education

Year	Number of Pupils Served	Subsidy
1980-81	157,718	\$7,885,900
1981-82	146,112	7,305,600
1982-83	137,112	6,855,600
1983-84	129,472	6,472,100
1984-85	129,331	6,465,650

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